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ABSTRACT

This paper explores the ways in which the process of assuming the role of professional developer, who assists teachers in changing their teaching methods, is in itself a change process: the role is complex; it takes time; it is affected by context; and it involves the shaping and reshaping of the personal and professional lives of those involved. The study looks at the experiences and concerns of the change agent (the professional developer) and the ways in which the change agent's comfort and skill in implementing inquiry-oriented teaching in a variety of settings has implications for the success of the change process itself. This study's findings come from data collected during Year 1 of a 3-year project to study the implementation of First Steps, a developmentally sequenced approach to literacy instruction in a New England urban school district. The research was designed to look systematically at the interplay of school culture, teacher beliefs, professional development opportunities, instructional practice, and the impact of these factors on student literacy achievement. Its objectives include describing the professional development model for First Steps, analyzing the ways in which that model has been implemented, and studying the ways in which school and district organizational and support structures affect the needs and concerns of professional developers. The results indicate that educational change and outcomes are directly related to context. (RJM)

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Implementing Curriculum Change: Lessons from the Field

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Introduction

In a recent article in Educational Researcher (January - February, 1998), Linda Darling Hammond called for research that examines the ways in which teachers make transitions from transmission - oriented teaching to transactional and inquiry oriented teaching, the kinds of professional development that help them make this transition, and the ways in which the context of schools and communities facilitate and/ or impede this process. In a similar vein, Dick Allington, in his 1996 Presidential address to the National Reading Conference, cautioned that much of current research on literacy is being conducted in a "too small box". He called for research studies that focus on developing an understanding of literacy instruction within a larger context. This paper is a response to these calls.

There is, at present, a large body of contemporary research that documents the ways in which professional development contributes to educational change innovations. It describes how change must be adopted, not imposed (McLaughlin, 1993), how change is complex and must be understood as such (Fullan, 1991,1993; Sarason, 1990), how change takes place over time (Fullan 1993, 97). It documents that if change is to be effective, attention must be paid to teachers' voices, their beliefs and experiences, and the ways in which personal and professional funds of knowledge intersect and play out in the classroom context (Clandinin & Connelly, 1995; Cochran-Smith & Lytle, 1991). Less attention however, has been paid to the process of personal and professional change that is experienced by the professional developers who are charged with the roles and responsibilities of serving as change agents. (Freidus, 1996; Rust, 1989).

This paper explores the ways in which the process of assuming the role of professional developer or "Tutor", as the professional developers in this study are called, is in itself a change process: the role is complex: it takes time; it is affected by context, and it involves the shaping and reshaping of the personal and professional landscapes of those involved. In addition, this paper examines the experience and concerns of the change agent and the ways in which the change agent's comfort and skill in implementing inquiry -oriented teaching in a variety of settings has implications for the success of the change process itself.

Background

The findings of this paper emerge from data collected during Year 1 of a three year project, funded by OERI, to study the implementation of *First Steps* , a developmentally sequenced approach to literacy instruction, in a New England urban school district. A collaboration between a graduate school of teacher education, the school district, and a major publishing company, this study is designed to look systematically at the interplay of school culture, teacher beliefs, professional development opportunities, instructional practices, and their impact on student literacy achievement.

Calling itself a literacy resource, designed to give teachers explicit ways of mapping children's progress and linking that information to instruction, *First Steps* was developed by the Western Australia Department of Education in 1989, and has been implemented in several settings in the United States since 1995. Defining itself not as "something new", but rather as a systematic organization of best practice that links assessment and instruction, this resource is supported by an ongoing program of school-based professional development. *First Steps* views reading, writing, language, and spelling as integrated components of literacy education. It puts forth a transactional model of instruction fosters inquiry as it asks teachers to target an area of literacy,

collect data on their students' performance in that area, and adapt their instruction in response to their interpretation of that data.

One of the aspects of First Steps that is most compelling - ideologically and pragmatically -- is its adherence to a Teacher of Teachers model of professional development. Implementation of First Steps includes a commitment to ongoing professional development provided by school and district based personnel. District-wide and school based support teachers called Tutors are trained by First Steps to extend and support the knowledge base of their colleagues.

Objectives

The objectives of this paper are to:

- describe the professional development model of First Steps;
- analyze the ways in which that model has been implemented in the context of an urban school district in New England;
- examine the ways in which the needs and concerns of professional developers (Tutors) affect the ways in which they have carried out their role
- examine the ways in which school and district organizational and support structures affect the needs and concerns of professional developers (Tutors) and, ultimately, their efficacy

Theoretical Framework:

This research takes the perspective that learning is a socially constructed process, influenced by the culture and needs of both learners and teachers (Moll, 1990; Hargreaves, 1996). As it becomes more and more apparent that the success of reform efforts in schools and in teacher preparation is contingent upon effective facilitation over time (Lieberman,1988; Loucks-Horsely and Stiegelbauer, 1991), it stands to reason that the support and preparation of those who will take on the role of professional developers needs to be better understood and articulated. Who they are; what they know; and how their life experience intersects with their new roles is critical

to the highly interpersonal work in which they will find themselves immersed. Equally important is the identification of those factors in the institutional context and in the reform effort itself that support or detract from the personal/professional change that this new role requires. (Sparks and Loucks-Horsley, 1989; McLaughlin, 1991; Darling-Hammond, 1998).

Like their students, teachers and teachers of teachers are not empty vessels. They bring with them diverse experiences, diverse ways of constructing knowledge, and diverse attitudes and beliefs. Their efforts to bring about change are filtered through an interactive combination of their content knowledge base, their knowledge of the change process, their personal and professional concerns, the behaviors they are used to enacting in a learning environment, and the tone of the change innovation itself. (Hall and Hord, 1987). Also, like their students, teachers and teachers of teachers work most effectively when their prior experience and beliefs are identified and supported and when opportunities are provided to enable them to weave connections between the skills and content they already have and those they need to develop. (Cochran-Smith, 1992, 1995; Fullan,1997; Sergiovanni, 1996; Darling-Hammond, 1998)

Research Methodology

Case study methodology has been chosen as the research tool most appropriate to investigate the role of professional development supporting curriculum change. In-depth studies are being conducted of four schools (K-5) in a single urban school district. Each school has a distinct approach to literacy; each is now implementing First Steps on a school-wide basis. These schools serve a total population of 1200 children primarily, but not exclusively, from minority families and families with low socio-economic status.

Using a method of reference to the literature and constant comparison (Glazer & Strauss, 1967), data has been coded and patterns within the implementation process at

each site have been identified and compared across sites (Yin, 1994; Miles and Huberman, 1994). Throughout the process, each stage of data collection has informed and continues to inform the next.

In each case study, the implementation process is being documented across each academic year of the study through surveys, systematic classroom observations, audiotape analysis of focus groups and individual interviews, and videotape analysis of literacy lessons. Focus groups are comprised of distinct populations of teachers, professional development personnel, parents, and children. Individual interviews are conducted with teachers, professional development personnel, and administrators.

The First Steps Professional Development Model

The First Steps professional development model includes a variety of instructional formats designed to educate teachers, administrators, and professional development personnel in the application of First Steps' philosophy, approaches, and resources. Participants begin by looking at the diagnostic frameworks for students (Developmental Continuua) in each of the four literacy areas: Writing, Spelling, Reading, and Oral Language. These form the mainspring of the courses' content by providing a research based map or chart of student progress in each of these areas. In addition to the information on each of these continua, there is a Resource Book for each literacy component to complement the Developmental Continua, thus linking assessment to pedagogically grounded and practical teaching strategies.

First Steps developers believe that an entire school should come to consensus about the relevance of First Steps to its vision and practice before embarking on training and implementation. Therefore, time and resources are allocated for introductory sessions in schools or districts before a commitment is made. Conducted by First Steps consultants, usually former teachers or administrators from Western Australia who have successfully implemented the approach in their classrooms, these short meetings provide an overview of the philosophy and practice of each of the four literacy

elements. At this point, consultants also articulate the classroom assumptions on which First Steps is based. These assumptions include:

- Teachers routinely engage in both long and short term curriculum planning and design.
- Teachers view the development of reading, writing, and language arts as integrated processes and structure their instruction accordingly
- Teachers routinely allocate opportunities for students to read and write on a regular, sustained basis.

Following these introductory sessions, decisions are made at the school and/or district level about the relevance of First Steps to their vision and goals. If the decision is made to proceed, one of the four literacy elements is identified as a starting point. Although First Steps rests on the belief that all four literacy components are interrelated, for training and early mastery purposes, each element is introduced separately. The expectation is that implementation and mastery of theory and pedagogy will develop over time. It will be several months to a year or two before the next component is undertaken.

Once the school has made the commitment to First Steps, two routes for training are available: direct courses for teachers conducted by First Steps consultants in the individual literacy element designated or training of Tutors, individuals who would then be expected to assume the responsibility of training other teachers in their schools or district. Many schools choose a combination of these options.

Route 1: Direct Teacher Training

Teacher training in each of the four literacy areas -- Reading, Writing, Spelling, Oral Language is provided by First Steps Consultants over a two day period. The first day is devoted to an explanation of the theoretical framework on which First Steps is based followed by an exploration of the Developmental Continuum for the target area. The second day provides models of explicit teaching practices which link the

assessment findings to instruction and concludes with initial action planning. Although these teacher training sessions may be presented at the district level, open to personnel from several schools, First Steps strongly urges that teacher training be school based and geared to the entire staff of a particular school.

Route 2: Teacher of Teachers Model

Another option and a key element in the First Steps design involves training of Tutors. These individuals, selected by individual schools, or by the District, assume the role of trainers of teachers. An eight day tutor training course combines exposure to the content of all four literacy elements of First Steps with printed materials, overheads and modeled instruction on how to present that information to others. The expectation is that following the training, these tutors will return to their school or District, practice using their new skills and resources and conduct the previously described two day training model in the target component for their colleagues.

Regardless of which route is chosen by a District or an individual school, it is expected that Tutors will be trained to provide ongoing support for teachers' developing understanding of how to link assessment to instruction and their growing efforts to implement pedagogical approaches consonant with First Steps beliefs. To do this, they may teach demonstration lessons in individual classes, lead formal or informal discussion groups, facilitate workshops, and/ or conference with individuals. The First Steps goal is to provide a model of peer support within and across schools throughout the district. In addition, First Steps offers regional conferences, internet chat rooms, and newsletters as well as the opportunities for additional workshops with the First Steps consultants.

The Story of Southtown: The Implementation Process, Year One

In Spring of 1995, in the face of rising concerns about low test scores, and a state education reform effort predicated upon these concerns, Southtown's Coordinator of Reading first encountered First Steps at the annual International Reading Association

conference. Excited by the possibilities presented by this new resource, she invited one of her reading resource teachers to join her in learning more by attending an eight day First Steps Tutor training session in a nearby state. There, the two Southtown representatives spent three days immersed in reviewing the Developmental Continua for writing and spelling, exploring the content of the First Steps resource books in these areas, examining writing samples, and watching videotapes of Australian classrooms implementing First Steps instructional practices. On the fourth day, they received specially designed Tutor manuals which included sample lesson plans and activities, and models to be used for overheads and handouts. With their Australian trainers, they discussed strategies for presenting this content to others.

In the second week of training, the two representatives of Southtown were instructed in the reading and oral language segments. Armed with their new tutor manuals, they and other tutors-to - be were seated together and directed to "watch the presenters, focusing on strategies they used to engage participants" and to reflect and comment on what they saw (CL personal communication 3/3/98). This time their task was to focus on both the content and the skills and strategies used to communicate that content to others

In the course of that second week the two women from Southtown also consulted with First Steps personnel on a plan for implementation in their district. They saw First Steps' basic premise, the link between assessment and instruction, as missing from instructional practice in Southtown. They returned to their district to gain the support of the Superintendent and the Language Arts Coordinator and to set in motion the next steps. With a recently redesigned reading curriculum already in place and new standards emerging from the state regarding student outcomes in writing, mandates that Southtown as yet had no resources to address, they foresaw that writing would be their point of entry into First Steps.

Initiation

Late in the autumn of 1995, all Reading Resource teachers, considered to be literacy leaders in their schools, were offered six days of teacher training in all four components of First Steps conducted by First Steps personnel. The hope was that the newly trained emissaries would return to their schools, integrate their new resources into their regular work, disseminate information, and generate enthusiasm for the innovation to their colleagues.

Just a few months later, in the early winter of 1996, all Southtown schools were offered the option of participating in First Steps teacher training in the Writing component as part of their 1996 school-wide professional development program. Funding was available to support the schools that decided to implement First Steps. Nonetheless, it was anticipated that the response would be small. It was thought that the experiences of the early volunteers would constitute a pilot model for the rest of the thirty elementary schools in the district.

In this same time period, the district decided to recruit six individuals who had already received teacher training to serve as Tutors - two would be school based, four would be itinerant. The responsibility of providing training and ongoing support to teachers beginning to implement First Steps in their classroom would be theirs. Like their colleagues before them, these Tutors-to-be enthusiastically attended a regional eight day Tutor training course in a nearby town.

Implementation

To the astonishment of the District, the response to the First Steps offering was overwhelming. The enthusiasm with which Southtown teachers and administrators embraced First Steps was unanticipated. It was thought that five to ten schools would be interested in professional development during the first year. Instead, by the fall of 1996, eighteen elementary schools requested training, and the numbers kept growing. The surprising response pushed at the underpinnings of the existing district professional development plan of using itinerant tutors for training and support. With

little advance warning, the newly trained Tutors found themselves thrust into training positions to support rapidly expanding implementation before they themselves felt ready. They remained, however, enthusiastic and committed to the process of First Steps implementation

The Teachers' Experience

With the ongoing support of consultants from First Steps, the Tutors worked hard to make the program succeed. The literature tells us that effective professional development programs consistently demonstrate clearly defined indicators (McLaughlin, 1990; Fullan, 1993 Hargreaves, 1996). The most successful professional development programs take place in school districts whose ethos and organizational structures include:

- a clearly articulated vision and clearly defined goals
- a school culture that nurtures teachers' feelings of professionalism
- an environment that supports a norm of collegiality between teachers and administrators.

Powerful professional development programs create and/or build upon these by:

- developing an environment of trust and collegiality
- acknowledging learning as a process for adults as well as for children
- providing a mixture of specific skills training and analytic, reflective practices that help teachers to develop broader problem solving strategies
- providing experiences that support teachers' belief in their own agency
- helping teachers and administrators to integrate the professional development/ school innovation into new and/or existing goals and practices
- providing explicit instructional strategies for integrating the innovation into the existing skills, understandings, and attitudes of the learners for whom the innovation is being planned

Consciously or unconsciously, the tutors worked toward these goals. They worked to develop relationships of trust and collaboration throughout the district. They knew that the implementation needed to be viewed as a process, that it would take time to reach their goals.

> *If they don't trust you going into the classroom, then it won't happen. You have to work hard to prevent that ugh feeling when they see you coming. Trust takes a long time to happen. It doesn't happen overnight." (MA 11/25/96)*

Tutors offered teachers both specific skills training and opportunities for identifying and hypothesizing solutions to problems arising during the implementation phase. They encouraged teachers to take risks, to experiment with the process, and to reflect on their experiences in formal and informal settings.

Tutors offered training in First Steps that was both broad based and sharply focused. They provided instruction in how to observe and assess children's literacy performance, how to record observational data, and how to connect this information to meaningful instructional practices. To facilitate the implementation of First Steps pedagogy, they were available to teachers for individual coaching sessions. They modeled lessons within individual classrooms. They offered a variety of workshops targeting specific practices ranging from genre studies to creation of materials.

With the support of building administrators, they provided a range of forums designed to foster problem solving within the context of literacy instruction. Many of these were formally structured such as grade level discussions of the implementation progress, after school study groups in which teachers were paid stipends for participation, and discussions at faculty meetings that provided time for teachers to set goals, share triumphs and articulate concerns related to the implementation of First Steps. Other forums, like luncheon meetings, emerged spontaneously when teachers were encouraged by Tutors and administrators to work together independently.

We lunch in the room. We talk to each other. We learn together. When I am having difficulty with a child, I ask, "What do you think will help me? I show the way I do it and the other teachers will try to help me. We work together, no one is expected to know it all. (Al, 1/14/97)

Across the schools, teachers have reported that they value these institutionally supported opportunities for ongoing learning. They used terms like "validated" "motivated", "invigorated" to describe their response to the district commitment of time and resources allocated to the implementation process. The data overwhelmingly indicates that these professional development experiences have enhanced teachers' belief in their own agency .

While teachers were at first reluctant to invite Tutors into their classrooms, by the end of the year, many welcomed them with open arms. One tutor, new to the role of professional development and quite troubled by the teachers' seeming resistance to her offers of support described her year-end experience:

I cannot believe how much positive feedback I have gotten from the people I have worked with. Even people whom I never worked with have been coming up to thank me for being there and helping them. When I said to them, ' But I really have not done anything with you." They answered, ' Oh yes you have. When we listen to our colleagues and learn what you shared with them, we feel we have been supported by you too. (SD, 6/97)

The Tutors' Story

The picture, however, is not quite as rosy from the Tutors' perspective. The Tutors acknowledge and are proud of their accomplishments, recognizing that they have contributed to a meaningful start to a complex change process. They are uncertain, however, whether adequate supports are in place to ensure that the innovation will fulfill its potential. The research data supports these concerns. Evidence of a transition from transmission - oriented teaching to inquiry - oriented

teaching, from activity-based literacy curriculum to child centered literacy curriculum exists, but it is spotty. The reasons for this are complex. A part of the explanation emerges from the experience and beliefs of individual teachers. Another part, however, emerges from the experience and beliefs of the professional developers and the organizational structures that surround and support their role in the change process.

Those chosen to be district tutors were highly respected, experienced professionals. Drawn from positions as Reading Resource teachers or monolingual or bilingual classroom teachers, all had strong literacy backgrounds in reading or writing. Some also had experience as professional development personnel. For those who did not, the assumption was that their strong background knowledge of literacy could cover any problems arising from mastering their new knowledge and new roles.

A few, but not all of the new tutors had had some first hand classroom experience with First Steps before they assumed their professional development responsibilities. It was, however, limited to a few months at the most. Consequently, while they were all steeped in the literature of the innovation, and deeply committed to it, the tutors lacked a deep well of personal experience with First Steps on which to draw.

What Happened

In an effort to satisfy the demand for First Steps that was being shown by schools and teachers, administrators turned to their newly created body of Tutors. In the summer and fall of 1996, Tutors, as planned, worked with the support of First Steps consultants to provide the initial two day training courses for teachers in schools that most recently had decided to implement the First Steps writing component. In addition, three of the four itinerant tutors each worked with teachers in as many as six schools simultaneously providing demonstration lessons and conferring with teachers to help them make sense of elements of the new resource. The two school-based tutors

carried out their responsibilities for First Steps in addition to a host of other leadership and instructional obligations.

As school requests multiplied, the District overextended the commitment of their already fully stretched tutors, thus cutting even further the amount of time and support they could provide for individual classrooms and limiting the time they had for reflection upon their own work. This proved highly problematic to tutors who were just learning their roles.

> ***Tutor 1:*** *This is a new program. No one has gone before us and set it up. No one can tell us, 'This will happen and then this will happen and then it will work like this. We've got somebody coming from another country who tells us they have used it in their country and it has been successful. It looks good, but we have not been eyewitnesses to it."*
>
> ***Tutor 2:*** *It would be different if I had used this in my classroom. But, we have never used it in our own rooms; now it is our job to show somebody else how to use it. That is very difficult.*
>
> ***Tutor 3****: So, what this comes down to is: we are asking teachers to trust us when we don't really trust ourselves. (Tutor Focus Group, Spring 1997)*

Tutors found themselves learning as they were going, dealing with new content, new structures, and new roles at the very same moment that they were expected to teach others. They were given some time to study and discuss the program among themselves, time to prepare for the teacher training sessions they would lead and the coaching and modeling they would do. However, they had little or no sustained opportunity to test out their interpretation of the literacy innovation with children before having to assume the role of "expert", nor did they have training in the skills of professional development beyond that offered in their Tutor Training Course.

The Teacher of Teachers model describes professional development personnel as "more experienced colleagues" rather than experts, and the Tutors felt reasonably

comfortable with this assignment. Nonetheless, the teachers with whom the Tutors were working called them and wanted them to be "experts". This created a tension for the tutors. New to First Steps, and - for three of them, new to the itinerant professional development role - they were struggling to master a tangle of details, juggle myriad demands, set priorities and maintain a focus on the support they wanted to offer. They did not feel like experts, nor did they believe they had been hired to act in this capacity.

The Tutors believed that it was their responsibility to engage all teachers in the implementation of First Steps. They soon recognized that the teachers with whom they were working had differing learning styles, different knowledge bases for literacy instruction, different visions of teaching and learning, and, consequently, different levels of comfort with the philosophy and practices on which First Steps was based. The Tutors had never anticipated that the range of strengths, needs, beliefs, and learning styles could be so great within a single school let alone within the district as a whole. They were unprepared for the resistance with which some teachers regarded the implementation process and their efforts as Tutors to make it succeed. Their initial response was to personalize this resistance and to doubt their own efficacy.

> *I am trying to service everyone, meet everyone's needs , fit everyone in. I think we are trying to keep teachers from feeling overwhelmed so we are taking on more than makes sense.*

As master teachers, the Tutors knew how to work with students whose experiences, knowledge bases, and learning styles were diverse. They understood the meaning of resistance in children and knew ways in which to address it. They had, however, only a limited repertoire of strategies and skills to draw upon in their new role as Tutors. Not wanting to be experts, nonetheless, they were frustrated by their lack of expertise.

In addition, the Tutors felt constrained by what they perceived to be the expectations of others. First Steps consultants did encourage districts to adapt their training resources to meet the needs of local teachers and to set their own pace for implementation. However it was left to the district to identify the ways in which the needs of their teachers might differ from the standard First Steps model and to make necessary adaptations. District administrators were leery of making modifications in a program whose presentations they had found so impressive. Moreover, First Steps consultants had articulated a concern that specific pieces of information needed to be communicated to teachers. They also had pointed out to Tutors that the materials in the Tutor resource book had been designed and sequenced with important goals in mind.

The Tutors sensed a tension between the desire to ensure programmatic integrity and the acknowledgment that training needed to be flexible. This tension combined with their own limited experience in implementing First Steps led them to feel as if they had little leeway in their use of First Steps professional development methods and materials. They felt as if it was their role to disseminate the information they had received by adhering as closely as possible to the models they had observed during their own training. When asked to reflect on their experiences in conducting the two day introductory writing courses, Tutors commented: "It seems as if we are being asked to use a transmissional model of professional development to communicate a transactional model of literacy curriculum" (Tutor Focus Group, Spring, 1997).

Not fully accepting their status as neo-novices and setting very high expectations for themselves, the Tutors became frustrated with their limited ability to effect change. Their feelings of frustration were exacerbated by state and district pressures for quick results. The pressures to "get out there and make it work" resulted in a focus on outreach and activity and a deemphasis on the processes necessary for building a cohesive team. Existing structures, such as scheduled weekly meetings designed for debriefing, which might have met this need, proved to be a place for

voicing concerns or addressing logistical needs rather than for building trust and collaboration among themselves and with administrators.

Tutors felt that their voices were not being heard, their experiences in the field were not being taken into account. It seemed to them that administrators, in their efforts to maximize the already extended services the Tutors had to offer, changed their assignments and the prescribed modus operandi on an ongoing basis. They felt as if the trust they had been working so hard to engender in teachers was being compromised by shifting administrative priorities. Tutors felt isolated, unsupported, and thoroughly inadequate. "I don't have the time, the energy, or the power to give teachers what would be most helpful" (LK, Spring, 1997). In short, the sense of agency that fueled their work had been sorely diminished.

Analysis as of Year One

The First Steps Teacher of Teachers model of professional development is seen as a unique strength of the program. The concept of in-district Tutors who will extend and support the knowledge base of their colleagues on an ongoing basis is appealing both economically and ideologically. In these times of fiscal leanness, the Teacher of Teachers model of professional development is fiscally responsive to the needs of school districts. The cost of developing in-house expertise requires far less capital outlay than the utilization of outside expertise. With a one-time expenditure for training, districts, in essence, avail themselves of renewable resources. In addition, the model makes it possible to custom tailor the professional development experience to the needs of specific teachers by following up large and small group workshops with ongoing individual coaching (Sparks & Loucks-Horsley, 1989; Joyce & Showers, 1995).

Current research on school improvement emphasizes that the teacher is the pivotal force in any change process. When teachers articulate a need and/ or have a problem they are invested in solving, their desire to learn supports and sustains the

change effort from within. The Teacher of Teachers model acknowledges and galvanizes teacher strengths and concerns. Drawing upon teachers respected by their colleagues, the model builds upon the proven credibility of known professionals. Collaboration and dialogue are generated through common experiences with the values, expectations, and goals characterizing a particular school and district (Barkley, W., McCormick, W., Taylor, R., 1987; Fullan & Stiegelbauer, 1991; Joyce & Showers, 1995).

Finally, as described before, the Teacher of Teachers model minimizes hierarchical structures by eliminating the job description of "expert". Classroom teachers are taught and supported by a colleague whose position is defined as a "helping relationship" - a relationship in which an individual takes on the responsibility of promoting the growth, development, and improved functioning of the other (Rogers, 1961). Tensions related to supervision and evaluation are, at least theoretically, eliminated.

However, our data indicates that the complexity of implementing the Teacher of Teachers models is frequently underestimated. Effective trainers require a knowledge base in the content of the program implementation and a knowledge base both in the theory and in the skills and strategies of professional development. It takes time to acquire these. Over and over again we see that many of the most salient problems in Year One of Southtown's efforts to implement First Steps are related to the Tutors' experience and understanding in both of these areas.

Despite the fact that the Tutors had been highly competent classroom and/or resource teachers, despite the fact that they spent enormous amounts of time and energy trying to make things work, they felt, for the most part, as if they were in over their heads. Their skills in working with children did not automatically transfer to their new work with adults. They had a great deal to learn in order to help teachers in their efforts to move from transmission - oriented models of literacy instruction to inquiry oriented

models. They themselves were surprised at how much they needed to learn. The supports they were offered by First Steps consultants and district administrators were good, but they were not commensurate with the enormity of the charge the Tutors had been given.

At first glance, this finding seems paradoxical. The Tutors attended more than eight days of in-depth training sessions sponsored by First Steps. They had time in spring of 1996 to prepare for their role as presenters of the introductory courses and to develop model lessons based on First Steps suggested practice. They had ongoing opportunities to meet and discuss issues of concern with First Steps consultants. However, when we look carefully at the literature on professional development and adult learning, we see important gaps in the ways in which they were prepared for the implementation process.

Joyce and Showers (1995) describe the complexity of introducing new visions of teaching into teachers' and trainers' existing repertoire of instructional strategies, the discomfort that results when these strategies conflict with pre-existing strategies. They point out that opportunities for guided practice are necessary if these new strategies are to be meaningfully integrated. They speak of the tendency on the part of both trainers and learners to assume that observing the modeling of strategies or processes is sufficient preparation for implementing them skillfully and appropriately. They stress the need for trainers and teachers alike to have opportunities over time to try out their new learning, to receive constructive critique on their efforts, and to have time throughout the implementation process to reflect on and hone their practice.

The Tutors spent a great deal of time practicing their presentation skills and their model lessons, but neither during their eight day training sessions nor during the early months of planning time that were available to them prior to the actual implementation did they receive a significant amount of guided instruction or critical feedback from more expert colleagues. Interestingly enough, one of the aspects of First Steps most

highly regarded by teachers and trainers alike is the emphasis that is placed on modeled and guided learning over time. Consultants provided extensive modeling for Tutors throughout the eight day training process; however, they provided few opportunities for guided practice. As a result, Tutors at times were asked to create for their colleagues experiences for which they lacked a fully integrated schema.

The assumption that the Tutors' strong background knowledge of literacy would in itself be sufficient to enable them to communicate First Steps comfortably and effectively to their colleagues proved false; their related experience was helpful but not adequate. Their limited experience in implementing First Steps made it more difficult for them to demonstrate the connections between teachers' existing practices and that advocated by First Steps. Like the teachers with whom they were working, the tutors could have benefited from actual "classroom assistance" over time in order to fully understand the philosophy and practice of First Steps.

In another vein, the literature of reform documents that discrepancies between teachers' espoused beliefs and their actual teaching practices are quite common (Fullan, 1993; Fullan & Hargreaves, 1996). Tutors in Southtown found that despite the articulation of a district wide vision of literacy instruction and the development and dissemination of clearly stated literacy goals and outcomes, the realities of classroom practice varied widely. Many teachers believed that, as district policy professed, they were enacting an integrated approach to the teaching of reading, writing and language arts, when in fact their practice remained grounded in an earlier vision of these literacy components as discrete content areas. When they worked with these teachers, Tutors found themselves unprepared to provide effective support.

Moreover, in some cases Tutors felt uncomfortable using their expertise with children as a basis for responding to the needs of their colleagues. Although they acknowledged learning was a lifelong process, although they could talk about the similarities between the needs of the teachers with whom they were working and the

needs of the children with whom they had worked, they worried that it might be disrespectful to approach the learning process of their colleagues as they would that of children. Their minimal exposure to adult learning provided them with a need for more theory and strategies in which to ground their professional development practice.

Yet another area that proved more problematic than anticipated for the Tutors was related to the stance of the professional developer. Tutors had little forewarning of the tension that might emerge between being a "helping friend" and an expert. The job description with which Tutors were most comfortable was that of "helping friend". As stated before, they neither saw themselves as nor wanted to be "experts". Classroom teachers, however, immediately cast them in this role, introducing them to their classes as "the expert in writing" and expecting them to have a level of expertise which they often did not have. For many Tutors, these expectations were untenable, making them feel fraudulent, exacerbating their already palpable anxiety, and compromising their own sense of agency. The absence of safe, structured contexts in which they might confront these issues with peers or more experienced personnel hampered their own professional growth and development and, by extension, that of the teachers with whom they worked.

Saxl, Lieberman, and Miles (1987; 1988) point out that professional development personnel need to be able to assume both stances, that of expert and that of helper. To be effective in both roles requires the development of a broad range of knowledge including skills in interpersonal relationships, group process, organizational strategies, trust building, and confrontation and conflict mediation as well as an understanding of content and access to resources. Those who serve in this role need to be judiciously selected and carefully trained in the myriad components of their job.

Barkley, McCormick and Taylor (1987) point out that training needs to continue over time. A team needs to be forged. Lines of communication among

teachers of teachers need to be carefully constructed and kept open throughout the implementation process. Underlying all is the need to develop a relationship of mutual trust between professional development personnel and administrators and among professional development personnel themselves. Only then will they be able to engender an optimal environment for learning among the teachers with whom they work. Had these support structures been more carefully addressed in Southtown, had scheduled debriefing meetings focused initially on trust building and teamsmanship, the Tutors' sense of agency during the first year of implementation might have been quite different.

Year One: Implications for the Field

What then are the implications of this study for helping teachers to move from transmission - oriented teaching to transactional and inquiry teaching? What do we learn about the relationship between professional development and school change?

The data to date confirms the contentions of Darling-Hammond and Allington that educational change and the outcomes that are the purpose of this change are directly related to context. If change is to be made, there needs to be systematic support and instruction within the organizational structure for all involved. There needs to be a context created that supports belief in growth and possibility, a context that nurtures each individual's sense of agency. The literature clearly documents this need for children and teachers. Our findings extend the documentation of this need to the professional developers as well.

The literature shows that for teachers and students change is a process that takes place over time. Our data supports the hypothesis that for professional development personnel, the acquisition of the knowledge and skills needed to help others through the change process is also a process that takes time. It is not enough to provide professional development personnel with instructional opportunities and support

groups in preparation for the implementation. These need to be provided on an ongoing basis throughout the implementation.

It is likely that all professional development personnel need to feel that they are part of a team in which teachers and administrators work together to make schools more effective learning environments. The challenges professional development personnel face are prodigious; there is no question but that feelings of isolation like those experienced by Southtown tutors undermine effectiveness. Teachers of Teachers, new to the professional development role, are in particular need of forums in which to discuss their new responsibilities and the challenges these involve, to problem solve and to use each other as resources. In addition, they need practice guided and critiqued by someone whose expertise exceeds their own if they are to develop needed skills both in the content area in which they will be providing training and in the methodology they will be using to communicate this content.

Like all professional development roles, the role of teachers of teachers is complex. The data from Southtown clearly shows that it cannot be assumed that the knowledge and experience teachers bring with them will transfer quickly or automatically to their new role as change agents. It is true that working with adults is in many ways analogous to working with children. However the process needs to be carefully analyzed, strategies need to be learned, and theoretical underpinnings need to be understood if teachers of teachers are to be most effective.

The Teacher of Teachers model of professional development holds great promise for the field, but it is no quick fix. If teachers of teachers are to help teachers make change, especially change from transmission-oriented teaching to inquiry-oriented teaching, the data suggests that the same kinds of experiences and supports must be in place for them that it is hoped they will put in place for the teachers with whom they work.

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